



**USING REAL-WORLD TASKS TO IMPROVE SPEAKING ABILITY OF
THE TENTH GRADE STUDENTS OF SMA I KUDUS
IN THE ACADEMIC YEAR 2011/2012**

**BY:
TEMMY ASMARANTI
2008-32-253**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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IN THE ACADEMIC YEAR 2011/2012**

SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

**BY:
TEMMY ASMARANTI
2008-32-253**

**DEPARTMENT OF ENGLISH EDUCATION
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UNIVERSITY OF MURIA KUDUS
2012**

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Temmy Asmaranti has been approved by the thesis advisors for further approval by the Examining Committee.

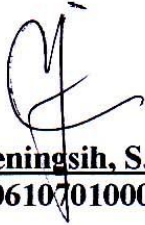
Kudus, May 8th, 2012

Advisor I



Fitri Budi Suryani, S.S., M. Pd
NIS. 0610701000001155

Advisor II



Nuraeningsih, S.Pd., M. Pd.
NIS. 061070100000201

Acknowledged by

The Teacher Training and Education Faculty



Drs. Susilo Rahardjo, M.Pd.
NIP. 19560619 198503 1 002

MOTTO AND DEDICATION

MOTTO:

- ❖ Try not to become a man of success but rather try to become a man of value. (Einstein)
- ❖ A problem shared is a problem halved.
- ❖ Learn to walk before you run.

This research is dedicated to:

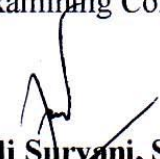
1. My beloved parents, Tommy Wibisono, SMHk. And SitiJuriah.
2. HeruSetyaUtomo, S.E., my beloved husband.
3. Ben Hoer Noor ImanBiranggaUtomo, my lovely son.
4. My friends in English Education Department, Muria Kudus University.




EXAMINERS' APPROVAL

This is to certify that the Skripsi of Temmy Asmaranti (NIM 2008-32-253) has been approved by the Examining Committee as a requirement for the Sarjana Degree in the Teaching English as a Foreign Language.


Kudus, May 12th 2012
Thesis Examining Committee:


Fitri Budi Suryani, S.S., M. Pd.
NIS. 0610701000001155

Chairperson/Member


Nuraeningsih, S.Pd., M. Pd.
NIS. 061070100000201

Member

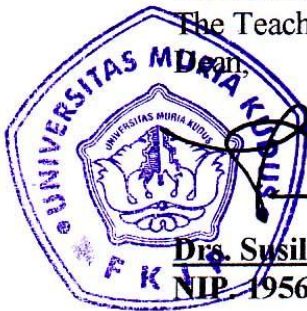

Fajar Kartika, S.S., M. Hum.
NIS. 0610701000001191

Member


Dr. Slamet Utomo, M. Pd.
NIP. 19621219-198703-1-001

Member

Acknowledged by
The Teacher Training and Education Faculty



Drs. Susilo Rahardjo, M.Pd.
NIP. 19560619 198503 1 002

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The writer,

Temmy Asmaranti



ABSTRACT

Asmaranti, Temmy. 2012. *Using Real-world Tasks to Improve Speaking Ability of the Tenth Grade Students of SMA 1 Kudus in the Academic Year 2011/2012*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Fitri Budi Suryani, S.S., M. Pd. (ii) Nuraeningsih, S. Pd., M. Pd.

Key words: speaking, students, tasks, real-world

The need of English is not only about knowing the language but also expressing thoughts both orally and in written. Most students nowadays think that they have good English only when they can do some tasks given by the teacher well. Unfortunately, when they meet a real situation outside the classroom, they cannot use what they have got competently. In achieving speaking ability many activities are proposed. Real-world tasks are one of the ways which are believed to improve the speaking ability.

This research is aimed to find out whether there is significant difference between the students' speaking ability before and after real-world tasks are implemented.

This is an experimental design research. The data were collected from the score of the pre test and the post test of the sample, which are thirty students from class X-10 of SMA 1 Kudus in the academic year 2011/2012. The data were collected in February-March 2012. To find the difference, the data were analyzed by using t-test.

The result of the data analysis shows that the mean of the speaking ability of the students before real-world tasks implemented is 56.3. While the mean of the students after real-world tasks implemented is 66.2. After testing the hypothesis by using t-test, it is found that $t_0 > t_t$ ($8.205 > 2.045$). It can be said that there is significant difference between the speaking ability of the tenth grade students of SMA 1 Kudus in the academic year 2011/2012 before and after real-world tasks are implemented.

Based on the result, the writer can conclude that real-world tasks are appropriate to improve the speaking ability of the students. real-world tasks give the students opportunity to speak more meaningfully.

ABSTRAKSI

Asmaranti, Temmy. 2012. *Penggunaan Real-world Tasks untuk Meningkatkan Kemampuan Bicara Siswa Kelas Sepuluh SMA 1 Kudus Tahun Ajaran 2011/2012*. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Fitri Budi Suryani, S.S., M. Pd. (ii) Nuraeningsih, S. Pd., M. Pd.

Kata Kunci: bicara, siswa, tugas, real-world,

Kebutuhan untuk berbahasa Inggris tidak hanya mengetahui bahasa tetapi juga mengekspresikan pikiran baik secara tulis maupun lisan. Sebagian besar siswa sekarang ini mengira bahwa mereka mampu berbahasa Inggris dengan baik apabila mereka bisa mengerjakan tugas-tugas yang diberikan oleh guru mereka dengan baik. Sayangnya, ketika mereka menemui situasi sebenarnya di luar kelas, mereka tidak bisa menggunakan kemampuan yang mereka dapatkan dengan baik. Dalam peningkatan kemampuan bicara, banyak aktivitas-aktivitas kelas yang diajukan. Salah satu cara yang dipercaya dapat meningkatkan kemampuan bicara yakni Real-world Tasks.

Penelitian ini bertujuan untuk menemukan apakah ada perbedaan yang signifikan antara kemampuan bicara siswa sebelum dan sesudah penerapan Real-world Tasks dalam pengajaran.

Penelitian ini merupakan penelitian eksperimen. Data dikumpulkan dari nilai pre test dan post test dari sampel, yaitu tiga puluh siswa kelas X-10 di SMA 1 Kudus pada tahun ajaran 2011/2012. Data dikumpulkan dari bulan Februari-Maret 2012. Untuk menemukan perbedaan, data dianalisis dengan menggunakan uji t.

Hasil penelitian menunjukkan bahwa nilai rata-rata kemampuan bicara siswa sebelum penerapan real-world tasks sebesar 56.3. Sedangkan nilai rata-rata kemampuan bicara siswa setelah penerapan real-world tasks sebesar 66.2. setelah pengujian hipotesis dengan menggunakan uji t, ditemukan bahwa $t_0 > t_t$ ($8.205 > 2.045$). Hal ini menunjukkan bahwa ada perbedaan yang signifikan antara kemampuan bicara siswa kelas sepuluh SMA 1 Kudus tahun ajaran 2011/2012 sebelum dan sesudah penerapan real-world tasks dalam pengajaran.

Berdasarkan hasil yang diperoleh, peneliti dapat menyimpulkan bahwa real-world tasks merupakan cara yang tepat untuk meningkatkan kemampuan bicara siswa. real-world tasks memberi kesempatan kepada siswa untuk berbicara yang lebih bermakna.

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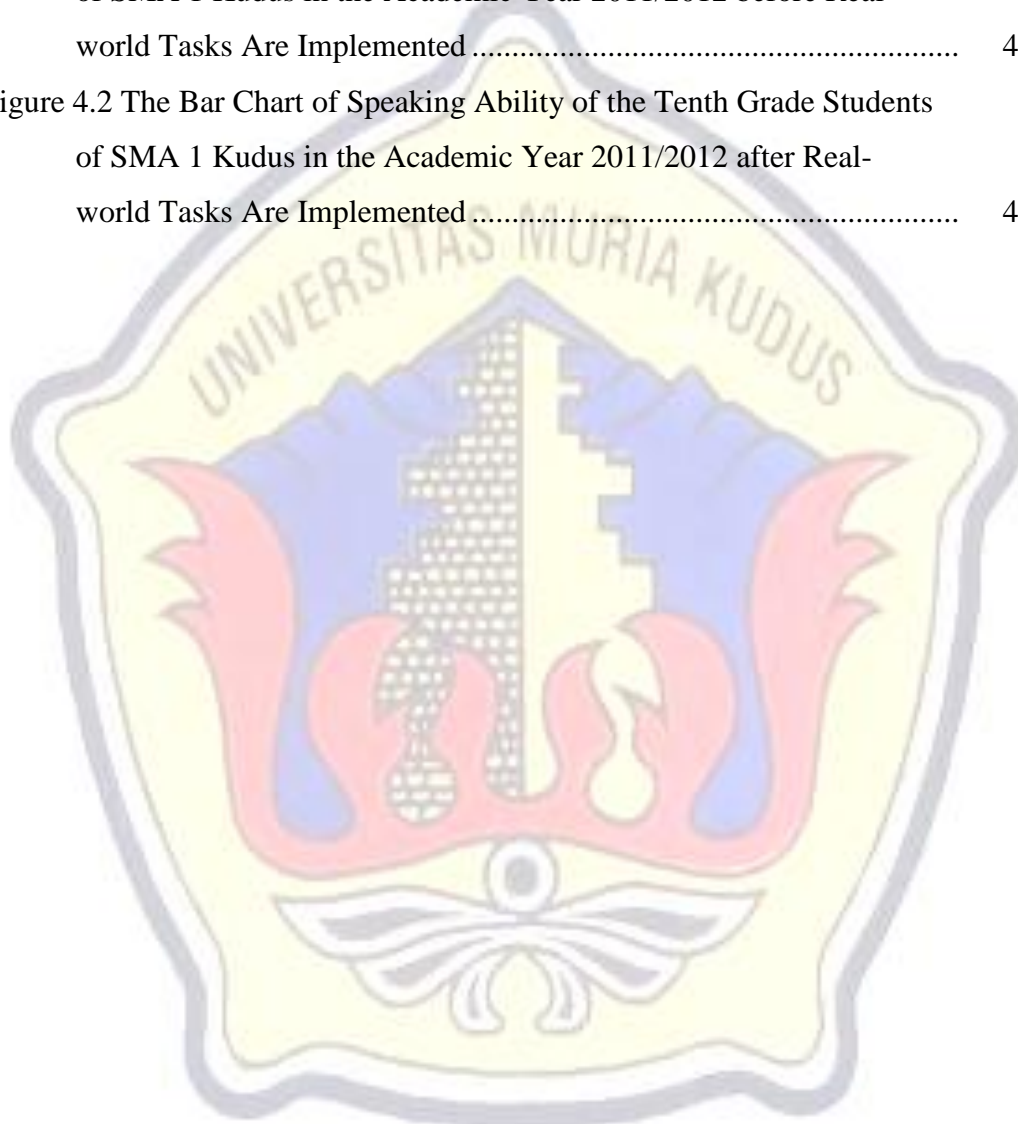


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